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ABSTRACT

This report describes a practicum project that was intended to develop, implement, and supervise a building teacher aide training program and to determine its impact on the performance of forty building teacher aides in the Dallas Independent School District. The design of the training program was to improve the performance of teacher aides in management services, multimedia services, clerical services, library activities, classroom procedures, office routines, and communication with students, while also improving teacher/aide relationships and giving aides a better understanding of their roles and responsibilities. Pretests and posttests administered to teacher aides in seven experimental and seven control schools showed that aides who participated in the training program showed significant improvement in all areas compared with the control groups. Detailed test results are presented, and copies of the tests and of the ten behavior checklists completed periodically by principals of the experimental schools are also included. (Author/JG)

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DEVELOPMENT AND SUPERVISION OF A BUILDING TEACHER AIDE TRAINING PROGRAM

by

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Submitted in partial fulfillment of the

requirements for the degree of

Doctor of Education

Nova University

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Maxi I Report

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ABSTRACT

The purpose of this practicum was to develop, implement, and supervise a building teacher aide training program and determine its impact on the performance of forty building teacher aides in the Dallas Independent School District. A need was demonstrated, development procedures established, and supervision processes and implementation guidelines were agreed upon by the four Nova participants and personnel of the Dallas Independent School District. The evaluation of the practicum was evaluated by pre and post tests using experimental and control schools. Seven experimental schools and seven control schools were selected for the study. Although the control schools did not regress, no significant increase in teacher aides' performance was noticed.

Based on the positive results of this study, the teacher aide training program will be continued as a required staff development program for all teacher aides in the Dallas Independent School District under the direction and supervision of the Assistant Superintendent-Personnel Development.

INTRODUCTION

Teacher aides in the Dallas Independent School District (DISD) are employed and assigned to schools without special training directly related to their duties and responsibilities. The building principal usually plans a brief orientation for building teacher aides to explain their duties and responsibilities at the beginning of the school year. The district had no organized staff development program to improve their performance. Based on time limitations or because building teacher aides were not assigned to one teacher but worked with a large number of teachers and administrators, it was difficult for teacher aides to be trained by individual teachers or administrators. An organized teacher aide training program was needed to improve their performance. The need for the teacher aide training program was revealed through conferences with principals, observation, and surveys of teachers, principals and teacher aides.

The goal of this practicum was to improve performance skills of teacher aides by: developing, implementing, and supervising a teacher aide training program for forty teacher aides. The design of the training program was to improve teacher aides' performance in management services, multi-media services, clerical services, library activities, classroom procedures, office routines, and communication skills in order to be more effective with students. This program was also designed to improve teacher-teacher aide relationships, and provide teacher aides an opportunity to gain a better understanding of their roles and responsibilities.

Building teacher aides were trained in nineteen sessions, which included six full days and thirteen two-hour sessions during the entire school year. The forty teacher aides in this training program were assigned by the personnel department DISD to work with students in kindergarten through twelfth grades. Some were assigned to elementary schools, others were assigned to middle schools and senior high schools. Resource persons in the School District, area college personnel and the Education Center materials were used in the teacher aide training program. Teacher aides improved their performance significantly as a result of the training program. Teacher aides in the experimental schools were able to master significantly more assigned duties and responsibilities than the control participants. Teacher aides that participated in the training program showed a significant improvement in all areas when compared with the control groups. Positive responses came from building principals, teachers, and teacher aides. The General Superintendent of DISD requested that the training program be extended from a semester to an entire school year.

This training program was supported by the General Superintendent, Assistant Superintendent-Personnel Department, other administrative personnel, principals and teacher aides that participated in the program. In addition, teacher aides requested that a similar program be developed and implemented for teachers they are assigned to assist daily.

The development and implementation of a teacher aide training program is about five years over due for DISD. The Minimum Foundation

Program in Texas has allocated funds for local School Districts to employ building teacher aides to assist teachers and administrators since 1970-71 school year. This training program is a significantly effective way for School Districts to improve the performance of building teacher aides that have limited training, if any, before they are assigned to schools.

It is recommended that the training program should be expanded to include early childhood and reading teacher aides. This training program as developed will be made available for dissemination to the Teacher Education Center for all building teacher aides in the School District for the 1975-76 school year. The training program is also recommended to be disseminated to Region X, an Education Center serving the entire North Texas area.

DEVELOPMENT AND SUPERVISION OF A BUILDING TEACHER AIDE TRAINING PROGRAM

by

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Review of the Literature

The direct challenge to today's teacher is that of survival. In a society in transition, one must innovate and change if only to keep pace. In our process of education, the improvement that can come with change can be of significant value.

An immediate change on the national horizon is the use of auxiliary personnel across the total educational program. The impetus for this surge in the use of paraprofessionals has come with the Education Professions Development Act of 1968. Authority for the joint in-service training of education aides and teachers is contained in - Sec. 205 (a) of P. L. 874 as amended by Sec. 106 of P. L. 90-247 which states that:

> (II) In the case of projects involving the use of educational aides, the local educational agency sets forth well-developed plans providing for coordinated programs of training in which education aides and the professional staff whom they are assisting will participate together.[5]

During the latter 1960's, the rationale for the utilization of auxiliary personnel in education was extended beyond merely freeing the teacher to make a more effective contribution to the educational process. This new responsibility presupposed a dual role: assisting with the learning-teaching process itself.

This role and expansion was reinforced by the guidelines for federal funds under the Manpower Development and Training Act of 1962,

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[5]Sec. 205 (a) of P. L. 874 as amended by Sec. 106 of P. L. 90-247.

the Economic Opportunity Act of 1964, the Elementary and Secondary Education Act of 1965, and the Education Professions Development Act (EPDA) of 1967.

Another significant factor in the increased responsibility and status of auxiliary personnel has been the new careers movement first articulated by Pearl and Riessman.[6] The movement emphasized the contribution the poor can make to the education of children in low-income areas when they have direct and significant contacts with students.

A demonstration program in Riverside, California in 1967 perceived the auxiliaries most supportive task as that of taking charge of small groups while the teacher works with another group. Bowman and Klopf[7] in their report of this study placed emphasis upon the affective elements in the learning-teaching process. (That is being sensitive to the child's emotional needs and personality development rather than merely his intellectual growth.)

The two-year national study of 15 demonstration programs conducted in 1967-68 for the Office of Economic Opportunity by Bank Street College of Education concluded that:

> When carefully selected, continuously trained, and appropriately placed, low-income auxiliaries with minimum prior schooling seemed capable of assisting directly in the learning-teaching

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[6]Pearl, Arthur, and Frank Riessman, New Careers for the Poor: the non-professional in Human Services, New York, Free Press, p. 20.

[7]Bowman, Gorda W., and Gordon J. Klopf, New Careers and Rules in the American School, New York, Bank Street College of Education, for the Office of Economic Opportunity, pp. 25-26.

process with benefit to pupils, teachers, administrators, home-school relations, and to the auxiliaries themselves.[8]

Riessman and Gartner[9] (1969) reported on studies conducted in Indiana, Minnesota, Michigan, Colorado, and New York, all of which reported demonstrable gains in pupil performance when auxiliary personnel were introduced into the classroom.

In Minneapolis the Metropolitan Reading Readiness Test indicated that pupils in kindergarten classes with an aide made significantly greater gains in reading readiness, number readiness, and total readiness than did matched children in classes where there was no aide.[10]

Existing practice in the use of teacher aides has neither culminated in the development of performance criteria nor in a general consensus as to their activities. The literature indicates two major thrusts in the use of teacher aides, the first in 1955 following the White House Conference on Education and the second in 1965 with the beginning of the ESEA programs. Few schools reported the use of teacher aides prior to the report of the 1955 Committee for the White House Conference on Education, which included recommendations for major emphasis on the program. Furthermore, the National Association of Secondary School Principals established a commission for the Experimental Study of the Utilization of Staff in the Secondary Schools.

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[8]Ibid, p. 274.

[9]Riessman, Frank and Alan Gartner, "Paraprofessionals: The Effect on Childrens Learning," Urban Review, 4, No. 2, p. 101.

[10]Goralski, Patricia J. and Joyce Kerl, Teacher Aide Program: A Research Report, Minneapolis Public Schools, pp. 89-91.

This Commission, since 1956, has encouraged the use of aides to relieve teachers of non-professional duties.

Park (1956),[11] who originated the Bay City, Michigan, experiment, found that the teachers spent 26 percent of their teaching time performing non-teaching activities. The conclusions of the Bay City School experiment reported by Wynn and De Remer (1961)[12] stated that teachers with teacher aides spent more time on instructional activities but that there was little objective evidence bearing on the comparative quality of instruction in the classrooms with teacher aides as opposed to that of those without teacher aides.

Cronin's (1959)[13] review of the teacher aide experiences included the use of non-certificated laboratory assistants; lay personnel, both as laboratory assistants and as monitors in study halls; bus drivers as driver training assistants; and secretaries, to handle assignments of several teachers each.

The National Commission on Teacher Education and Professional Standards (TEPS) (1966)[14] indicated in their conference brochure that the use of teacher aides was one of the major emphasis when attention was focused on the problem of the teacher.

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[11]Park, Charles B., "The Bay City Experiment as Seen by the Director." Journal of Teacher Education, 7:101-110, June, 1956.

[12]Wynn, D. R. and De Remer, R. W., "Staff Utilization, Development and Evaluation." Review of Educational Research, 31:393-396, 1961.

[13]Cronin, J. M., "What's All This About Teacher Aides?" California Journal of Secondary Education, 34:390-397, November, 1959.

[14]The National Commission on Teacher Education and Professional Standards. National Education Association, Washington, D. C., 1966.

Ferver (1966)[15] requested information from a group of administrators who attended the National Conference on Educating the Disadvantaged. His summary of the information from the administrators indicated the following: there is a great and growing interest in the use of teacher aides throughout the country, probably brought about by the ESEA and the Office of Economic Opportunity (OEO) programs; the roles of aides should be clarified; most schools are liberalizing their use of aides; some state departments of education seem to be literalizing their stipulations in the use of aides; and experience in using aides is almost universally regarded as resulting in improved educational programs.

Identifying the Problem

The Dallas Independent School District (DISD) utilizes building teacher aides in schools to enhance the learning process by providing support and assistance for the instructional program. Teacher aides are diverse in capabilities and perform a multiplicity of non-teaching services in schools. Services provided by teacher aides are intended to relieve teachers and administrators of tasks that can be performed by non-certificated personnel. When non-certificated personnel have responsibility for working with students, it is done under the supervision of administrators and teachers.

To upgrade building teacher aide performance and to maximize chances for success, systematic training was urgent. Teacher aides experiences were designed specifically for the purpose of relieving

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[15]Ferver, J., "Summary of My Request for Information on Teacher Aides." University of Wisconsin Extension, October 5, 1966.

educators of some non-academic tasks in order for teachers and administrators to perform more effectively their professional responsibilities. Teachers and other professionals would then be free to use their diagnostic and specialized skills to optimum levels.

Most DISD building teacher aides receive little, if any, training before they were assigned to school buildings. However, a brief orientation as to their duties and responsibilities was usually outlined by individual principals in each school.

Based on a random sampling of principals, teachers and teacher aides, it was revealed that a relevant training program was needed to develop training for aides to enhance their performance. An awareness of this need was further underscored by principals' observations, principal-principal conferences, principal-teacher conferences, area cluster meetings with the General Superintendent, and an item analysis of instruments used by principals to evaluate teacher aides on file in the office of the Assistant Superintendent-Personnel.

Another reason for such a training program for building teacher aides was that no pre-requisite of specific skill and training were required that directly related to their duties and responsibilities. The school district employs teacher aides on the following levels:

Level I	Non high school graduates
Level II	High school graduates
Level III	Two or more years of college

Teacher aides were employed and paid according to their level and placement. Based on time limitations or because building teacher aides were not assigned to one teacher but rather worked with a large number

of teachers and administrators, it was difficult for teacher aides to be trained by individual teachers or administrators.

The previous district training programs with general or global objectives have not been successful. Programs which consisted primarily or exclusively of lecture presentations had little impact. In the opinions of the writers, diverse experiences, such as learning how to operate multi-media machines, viewing movies, consulting with resource persons, attending factual lectures, participating in group work, assuming clerical responsibility, learning how to issue supplies, and deliver messages were more effective approaches to training building teacher aides.

It was obvious that a structured teacher aide training program was needed in the Dallas Independent School District. Resource persons, facilities, materials and time were available to improve teacher aide training. The problem then was to provide adequate training and supervision for teacher aides which would enable them to meet specific performance objectives. Attainment of these objectives did lead to improvements in the performance of teacher aides and also improvements in the total school program.

With the assistance of the Coordinator-Evaluation, a Dallas Independent School District needs assessment survey form was developed to determine if existing training programs for building teacher aides were adequate. Principals, classroom teachers and teacher aides were requested to complete survey forms (see Appendices A and B). Information for designing the survey forms was obtained from District Communication Committee Recommendations Concerning Dallas Independent

School District Report to the General Superintendent, paraprofessionals, Coordinator-Staff Development (DISD), teachers, teacher aides and principals.

The four Nova participants agreed before implementing the survey that if the needs assessment survey indicated there was a need for a structured training program for building teacher aides, a training program would be designed to provide building teacher aides an opportunity to develop increased competencies in those skills identified in the needs assessment survey as in need of additional training.

Each of the four Nova participants conducted an informal telephone survey of 15 senior high school, 15 junior high schools, and 22 elementary schools randomly selected within the Dallas Independent Schools. Approval for the informal telephone survey was obtained from the Assistant Superintendents - Secondary and Elementary Operations. The initial conversation was to determine:

1. If, in the opinion of the principal, present training of building teacher aides was adequate or in need of improvement.

2. If principals would participate in a needs assessment of building teacher aides.

3. If principals would randomly select five teachers and from one to five aides in his building to complete a teacher aides needs assessment survey form.

TABLE 1

ANALYSIS OF TELEPHONE SURVEY SOURCES

Sources	Comments					
	Question 1		Question 2		Question 3	
	Yes	No	Yes	No	Yes	No
Elementary Principals	2	13	15	0	15	0
Junior High Principals	1	14	15	0	15	0
Senior High Principals	3	12	15	0	15	0
TOTAL	6	39	45	0	45	0

An examination of Table 1 shows there were six principals with the opinion that present traditional training of teacher aides was adequate and 39 principals with the opinion it was inadequate. All principals were willing to participate in a needs assessment survey and randomly selected five teacher aides to participate in a needs assessment survey.

Building Teacher Aide - Needs Assessment Survey was sent by school mail to 15 senior high schools, 15 junior high schools and 22 elementary schools to provide one form for each principal, five teachers and no more than five teacher aides per building. Principals and teachers completed the same form (see Appendix B). Teacher aides completed a survey form different from principals and teachers (see Appendix A). Twelve senior high schools, 14 junior high schools and 18 elementary school principals returned completed forms. One hundred twenty-two teachers and 72 teacher aides returned completed forms. An

analysis of the data in Table 2 indicates present training was not adequate for teacher aides.

TABLE 2

ANALYSIS OF TEACHER AIDE NEEDS ASSESSMENT SURVEY

Respondent	Number of forms sent	Number of forms returned	Percent of returned	Present Training Adequate	Present Training Inadequate	Areas needing additional training
Principals	52	44	84.6	10.8	89.2	Management, Multi Media, Clerical Skills
Teachers	260	122	46.9	2.7	97.3	Library activities, Tests, Crafts, Classroom management
Teacher Aides	178	72	40.4	4.8	95.2	Office routine, Clerical Skills Role of teacher aides, Library procedures, Bookroom activities, Scoring test, Basic Communication Skills
DCC Members	4	4	100.	0	100.	Management, Multi Media, Classroom and Office routine

In assessing the results of the survey completed by principals, teachers and teacher aides, the four Nova participants pre-determined if 60 percent or more of the respondents indicated a particular competency was in need of additional development, these competencies would be included in the training program. Additional considerations were given to comments submitted by Coordinator-Staff Development, central

office staff, District Communication Committee Recommendations Concerning Dallas Independent School District Paraprofessionals and individual members of the District Communication Committee.

Statement of the Problem

Teacher aides in Dallas Independent Schools were not adequately trained to perform the following: management services; multi-media services; clerical services; library activities; classroom procedures; office routines; and effective and efficient communication skills. The use of traditional training methods and supervision techniques was not improving the caliber of performance.

Purpose of the Study

The purpose of the study was to develop, implement and supervise a building teacher aide program and determine its impact on the performance of teachers aides in seven schools.

Conceptualizing a Solution

Teacher Aide Training Program as discussed by John J. McManama in his book, An Effective Program for Teacher Aide Training,[16] was used as a guide to design and develop a training program for teacher aides. An additional resource for designing the training program was the District's Communication Committee Recommendations Concerning Dallas Independent School District Paraprofessionals. The DISD Coordinator-Staff Development served as a consultant for the training

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[16]John J. McManama, An Effective Program For Teacher Aide Training, West New York: Parker Publishing Company, 1972, pp. 70-88.

program in helping the participants to meet guideline requirements for a quality Staff Development Program in the District.

A selection of two senior high schools, two middle schools and three elementary schools were selected with input from principals, teachers and Nova participants. These schools were identified as experimental schools. An additional total of two senior high schools, two middle schools and three elementary schools were selected. These seven schools were identified as control schools. The control schools were selected because of the need to have as near as possible to the experimental schools identical balance between: needs, economic status of aides, location of schools, level of education, student population, years of experience, sex, age and reasons for volunteering to participate in this program.

Schools and teacher aides were selected within each building because building principals and aides involved were willing to participate in a program of this type. The necessity of working with volunteers precluded random assignments. The pre-test did determine that a slight difference existed between participants and controls prior to participation. The educational background, years of experience, sex and age was also examined for initial differences between groups.

TABLE 3

PRE-TEST MEAN DIFFERENCE

	SCORE
Experimental (Participant) Group	23.36
Control Group	22.67
Mean Difference	.69

An examination of Table 3 shows a small measurable difference existed between the experimental and control groups. However, the difference was not enough to bias the data in a positive or negative direction.

Participants in the training program were building teacher aides in the following Dallas schools:

	Number of Aides
1. Pinkston High School	9
2. Roosevelt High School	3
3. Sequoyah Jr. High School	1
4. Oliver W. Holmes Jr. High School	2
5. Arlington Park Elementary School	4
6. John N. Bryan Elementary School	11
7. P. C. Anderson Elementary School	10

Teacher aides participated in five full day sessions and 13 two hour sessions which included two complete semesters. Training sessions were scheduled during school release time for Staff Development. The Nova participants conducting this study conferred with resource persons

prior to the training session so definite goals for the program would be implemented. This training program was designed for teacher aides to meet specific performance objectives. The teacher aide training program was also designed to improve teacher aide behavior in order to improve learning experiences for children.

After teacher aides had been selected by principals at each school, a letter was sent to each principal and teacher aide informing each of the organizational meeting (see Appendix C).

Participants in the control group were teacher aides in the following Dallas schools:

	Number of Aides
1. South Oak Cliff High School	7
2. Lincoln High School	5
3. Thomas Edison Jr. High School	4
4. E. M. Comstock Jr. High School	4
5. Albert S. Johnston Elementary School	6
6. W. W. Bushman Elementary School	8
7. George W. Carver Elementary School	6

The following training program was implemented for teacher aides:

Teacher Aide Training Program

Session I - Introduction to Teacher Aide Training Program and Primary Purpose of the Building Teacher Aides in the School.

A. Time - August 12 - Half day

B. Organizational Arrangement: Discussion - Needs Assessment Survey - Film - Lecture

C. Objectives
   1. To identify basic reasons for implementing the training program
   2. To describe the primary purpose of the teacher aides in the school
   3. To explain the purpose and content of the training program
   4. To determine teacher aide needs for training program

D. Activities:
   1. Take the pre-test (see Appendix D)
   2. Participate in the needs assessment survey
   3. Participate in an introductory session covering purpose and content of the training program
   4. Discuss the purpose of the teacher aides in the schools
   5. Observe a film presentation reinforcing the need for a training program
   6. Listen to a lecture on teacher aide responsibilities
   7. Discuss questions about the training program

E. Resources:
   1. People
      a. Nova participants - 4
      b. Staff Development Resource Teacher - DISD
      c. Coordinator - Staff Development - DISD
   2. Materials
      a. Pre-test
      b. Needs assessment survey
      c. Film - Region X

Session II - Role Definition, Responsibilities, and Management

A. Time: August 13 - Half day

B. Organizational Arrangement: Discussion - Role Playing - Video Tape - Slide Presentation

C. Objectives:
1. To identify their roles and roles of the teachers
2. To understand their responsibilities as building teacher aides
3. To demonstrate techniques for supervising the lunchroom, hall and campus
4. To determine responsibilities and demonstrate procedures for classroom management

D. Activities:
1. Observe slide presentation on the roles of teacher aides and teachers
2. Observe role playing by experienced teachers
   a. Reinforcing acceptable student behavior
   b. Handling minor discipline problems
   c. Reporting major disciplinary problems to teachers or principal
3. View video tape of actual teacher aide - teacher classroom situation
4. Teacher aides participated in role playing
5. Discussion and questions

E. Resources:
1. People
   a. Nova participants - 4

b. Experienced teachers - 6

c. Resource Teacher - Dunbar Community Learning Center - DISD

2. Materials
   a. Slides
   b. Video Tape
   c. Transparencies
   d. List of responsibilities
   e. Chalkboard

Session III - Multi-Media

A. Time - August 14 - Half day

B. Organizational Arrangement: Demonstration - Workshop

C. Objectives:
   1. To operate school office machines
   2. To operate audio-visual machines and equipment
   3. To understand bulletin board construction and rules

D. Activities:
   1. Observe demonstrations on the use and care of office machines and audio-visual machines and equipment
   2. Observe demonstrations on bulletin board construction
   3. Participate in small workshop sessions in actually operating office and audio-visual machines

E. Resources:
   1. People

a. Nova participants - 4

b. Audio-visual Resource Teacher - DISD

c. Librarian - Media

d. Sales Representative - 4 Office Machine Companies

e. Art Teacher

2. Materials:
   a. Office Machines

   b. Audio-visual Equipment

   c. Bulletin Boards

   d. Supplies for Bulletin Board

   e. Practice films, slides, filmstrips and video tapes

   f. Office paper

   g. Media Handbook

Session IV - Multi Media

A. Time - August 30 - Full day

B. Organizational Arrangement: Demonstration - Workshop

C. Objectives:
   1. To operate school office machines

   2. To operate audio-visual machines and equipment

D. Activities:
   1. Set up office and audio-visual machines for use and operation

   2. Participate in small workshop sessions in the actual operation of office and audio-visual machines

E. Resources:
1. People
a. Nova participants - 4

b. Audio-visual Resource Teacher

c. Librarian - Media

2. Materials:
a. Office machines

b. Audio-visual equipment

c. Practice films, slides, filmstrips, and video tapes

Session V - Clerical Skills

A. Time: September 20 - 2 hours

B. Organizational Arrangement: Lecture - Workshop

C. Objectives:
1. To demonstrate office filing procedures

2. To be able to record cumulative records information, complete standard school forms and daily attendance records

3. To demonstrate basic understanding of data processing procedures used in schools (attendance account, grade reporting, demographic information forms, scheduling)

D. Activities:
1. Listen to lecture on clerical skills

2. Participate in workshop session on school record keeping and data processing procedures

E. Resources:
1. People
a. Nova participants - 4

b. Office Secretaries
   1. Elementary
   2. High School

2. Materials:
   a. Filing materials
   b. School records
   c. Standard school forms
   d. Data information materials

Session VI - Communication Skills

A. Time: October 4 - 2 hours

B. Organizational Arrangement: Role Playing - Participation Exercise

C. Objectives:
   1. To demonstrate proficiency in basic communication techniques
   2. To understand questioning strategies

D. Activities:
   1. Participate in role playing activities - e.g. listening skills
   2. Participate in question and answer strategy exercises

E. Resources:
   1. People
      a. Nova participants - 4
      b. Resource Teacher DISD
   2. Materials:
      a. Chalkboard
      b. Tapes and recorder

Session VII - Bookroom Operation and Library Procedure

A. Time: October 25 - 2 hours

B. Organizational Arrangement: Lecture - Discussion

C. Objectives:
1. To disperse and receive textbooks in the bookroom
2. To be able to record information on textbook forms and assist in inventory of bookroom
3. To demonstrate general library procedures for checking out and receiving library books

D. Activities:
1. Tour and observe arrangement of a bookroom
2. Practice recording information on textbook forms
3. Check out and receive textbooks

E. Resources:
1. People
   a. Nova participants - 4
   b. Bookroom Teacher
   c. Librarian
2. Materials:
   a. Textbooks
   b. Library books
   c. Library forms
   d. Transparencies

Session VIII - Structural Procedures

A. Time: November 8 - Full day

B. Organizational Arrangement: Demonstration - Workshop - Discussion

C. Objectives:
   1. To demonstrate ability to recognize and score various types of teacher-made tests
   2. To be able to direct several instructional games and songs
   3. To be able to direct approximately ten physical and recreational activities
   4. To demonstrate procedures for monitoring small group work

D. Activities:
   1. Observe demonstration in arts and crafts, instructional games and playground games
   2. Participate in small workshop sessions in arts and crafts, scoring teacher-made tests, instructional games and songs, playground games, and monitoring small groups

E. Resources:
   1. People
      a. Nova participants - 4
      b. Art Teacher
      c. Experienced classroom teachers - 3
      d. Physical Education Teacher
   2. Materials:
      a. Art and craft materials
      b. Copies of various types of tests
      c. Educational games

d. Copies of songs

e. Physical education equipment

Session IX - Library Clerical Procedures

A. Time: November 22 - 2 hours

B. Organizational Arrangement: Discussion - Film

C. Objectives:
1. To provide supporting services to librarian and teachers in the (1) correlation of library materials with classroom activities and (2) performance of clerical work relating to receiving and inventory control of equipment, books and materials

D. Activities:
1. Observe film presentation
2. Participate in library clerical procedures related to receiving and inventory control of equipment, books and materials

E. Resources:
1. People
a. Nova participants - 4
b. Librarian
2. Materials:
a. Film
b. Library clerical forms

Session X - Library Procedures

A. Time: December 13 - 2 hours

B. Organizational Arrangement: Filmstrip - Discussion

C. Objectives:
1. To demonstrate proficiency in use of card catalogue and basic knowledge and understanding in such library skills as file cards and assisting students
2. To locate books in the library
3. Return books to proper place on bookshelves

D. Activities:
1. Observe a filmstrip presentation
2. Tour a school library
3. Practice filing cards, placing books in proper order and locating books

E. Resources:
1. People
   a. Nova participants - 4
   b. Librarians - Elementary and Secondary
2. Materials:
   a. Films
   b. File cards
   c. Library books

Session XI - Seeking to Understand and Working with School Children

A. Time: January 6 - Full day

B. Organizational Arrangement: Panel discussion - Video Tape - Film

C. Objectives:
1. To find as many ways as possible to give students a feeling of being appreciated, liked, useful,

successful, included, important; a feeling that wishes are being considered and that they are growing in skills

D. Activities:
   1. Listen to panel discussion participants
   2. Observe video tape presentation of an actual class situation
   3. Observe a film presentation on discipline (Discipline Film Region X)
   4. Participate in question and answer period

E. Resources:
   1. People
      a. Nova participants - 4
      b. Panel participants
         1. Psychologist
         2. Student Teacher Supervisor and College Professor
         3. College Director of Teacher Aides
         4. Teacher Education Center Director
         5. Staff Development Resource Teacher
         6. Experienced Teacher
   2. Materials:
      a. Video Tape
      b. Films
      c. Chalkboard

Session XII - Interest and Needs Workshop

A. Time: January 7 - Full day

B. Organizational Arrangement: Demonstration - Discussion - Workshop

C. Objectives:
1. To participate in pre-selected activities that were presented in previous sessions or requested especially for this session by teacher aides

D. Resources:
1. People
a. Nova participants - 4
b. Others (according to needs)
2. Materials:
a. Determined by teacher aide requests

Session XIII - Communication Skills

A. Time: January 31 - 2 hours

B. Organizational Arrangement: Lecture - Discussion

C. Objectives:
1. To understand basic communication skills in assisting the teacher in language activities

D. Activities:
1. To discuss basic communication skills for elementary and high school students
2. Participate in communication skill exercises

E. Resources:
1. People
a. Nova participants - 4
b. Resource Teacher DISD
2. Materials:
a. Chalkboard
b. Paper, pencil

Session XIV - Requested Session - Teacher Aides School Visitation

A. Time: February 3 - 2 hours

B. Organizational Arrangement: Tour Schools

C. Objectives:
   1. To visit other DISD schools and observe experienced teacher aides on the job
   2. To observe teacher aide performance

D. Activities:
   1. Visit assigned schools (two teacher aides will be assigned to each school visited)
   2. Schedule lunch with teacher aides at school visited

E. Resources:
   1. People
      a. Principals
      b. Teachers
      c. Teacher Aides
   2. Materials:
      a. Note paper

Session XV - Visitation Follow-up and Teacher Aide Training Program Recommendations

A. Time: February 17 - 2 hours

B. Organizational Arrangement: Discussion

C. Objectives:
   1. To discuss school visitations
   2. To suggest recommendations for similar training programs

D. Activities:
1. Discuss observed teacher aide performance in schools visited
2. List recommendations for similar training programs

E. Resources:
1. People
   a. Nova participants - 4
2. Materials:
   a. Paper
   b. Pencils

Session XVI - Audio-Visual Machines and Equipment

A. Time: March 3 - 2 hours

B. Organizational Arrangement: Demonstration - Workshop

C. Objectives:
1. To operate audio-visual machines and equipment not mastered in previous sessions

D. Activities:
1. Participate in small workshop sessions in the actual operation of audio-visual machines and equipment
2. Set up audio-visual machines for use and operate equipment

E. Resources:
1. People
   a. Nova participants
   b. Audio-visual Resource Teacher - DISD

2. Materials:
   a. Audio-visual equipment
   b. Practice films, slide, filmstrips and video tape

Session XVII - Requested Session - Working Relationship with the Classroom Teacher

A. Time: March 17 - 2 hours

B. Organizational Arrangement: Film - Panel Discussion

C. Objectives:
   1. To understand the importance of developing a positive working relationship with teachers
   2. To find as many ways as possible to prevent and eliminate teacher-teacher aide conflicts

D. Activities:
   1. Observe film presentation on teacher-teacher aide relationships
   2. Participate in discussion on possible teacher-teacher aide conflicts
   3. Listen to panel discussion participants

E. Resources:
   1. People
      a. Nova participants - 4
      b. Panel participants
         1. Principal
         2. Experienced teacher
         3. Experienced teacher aide
   2. Materials:
      a. Film
      b. Chalkboard

Session XVIII - Office Machines

A. Time: April 7 - 2 hours

B. Organizational Arrangement: Demonstration - Workshop

C. Objectives:
   1. Discuss the use and care of office machines
   2. Participate in small workshop sessions in actual operation of office machines

D. Resources:
   1. People
      a. Nova participants - 4
      b. High school secretary
      c. Elementary school secretary
      d. Sales representative - Office Machine Company
   2. Materials:
      a. Office machines
      b. Office paper and supplies

Session XIX - Interest and Need Workshop - Summary and Evaluation

A. Time: April 21 - Full day

B. Organizational Arrangement: Demonstration - Discussion - Workshop

C. Objectives:
   1. To participate in pre-selected activities that were presented in previous sessions or requested especially for this session by teacher aides
   2. To summarize duties and responsibilities for building teacher aides

3. To participate in training program evaluation
4. To enjoy the fellowship with participants in social activities

D. Activities:
   1. Participate in workshop activities as requested by teacher aides in questionnaire
   2. Participate in a question and answer session of problems encountered in individual schools
   3. Take post test (see Appendix E)

E. Resources:
   1. People
      a. Nova participants - 4
      b. Office Equipment Company Consultant
      c. Audio-visual Resource Teacher
      d. Librarian
      e. Building secretary
      f. Others as requested
   2. Materials:
      a. Office machines
      b. Audio-visual equipment
      c. Evaluation instruments

When necessary, training sessions had provisions for both elementary and secondary sections. The training program was approved by the General Superintendent and Coordinator for Staff Development DISD. The Staff Development Coordinator monitored the program periodically.

Refreshments were served at each session in order that teacher aides would get to know one another and have an opportunity to exchange ideas. Question and answer periods were provided for an exchange of problems, ideas and sharing of solutions during the training program. Teacher aides were sent letters informing them of the training program, location of meetings, schedule of program activities and resource persons.

The program was designed according to information received from principals, teachers and teacher aides. Additional features were added to the training program, when requested by teacher aides. It is this request that is referred to in the needs assessment survey made during the first training session.

There were teacher aides in the August 12, 1974 session new to DISD. It was helpful that new aides completed a needs assessment survey form. By providing the aides new to the district an opportunity to pre-determine their expected needs before entering the teacher aide training program, additional information from sources who had not received any training from DISD was gathered. This data was used to provide additional support for a teacher aide training program. There were also new aides to DISD assigned to control schools.

Aides new to the district received a needs assessment survey form by U. S. mail prior to the August 12 training session with instructions to bring the completed form to the first meeting. Any additional information obtained from trainees was received in small group meetings during the first meeting. Each of the Nova participants served as a

group leader. The Building Teacher Aide Pre-test was used to obtain additional information from new teacher aides.

Nova participants involved in this study coordinated, supervised, and implemented the training program. Resource persons in the school district and area colleges assisted the Nova participants in the training sessions.

Both experimental group and control group were administered the checklist, Minnesota Teacher Attitude Inventory, pre-tests and post-tests to determine results of the training program.

Developing A Practicum Design

Encompassed in the practicum design were resources, objectives, processes and evaluation procedures.

Resources:

Three principals (representative of one elementary school and two senior high schools) and one director of elementary operations were primary resources. While the practicum involves conferencing and working with the General Superintendent, Assistant Superintendent-Elementary Operations, Associate Superintendent-Development, Coordinator-Staff Development, elementary, junior high, senior high school principals and other resource people within and outside the Dallas Independent School District, they were not defined as primary resources. Although they were important to the outcome of the project, principals and teacher aides who are members of the control schools were not considered as prime resources. Each of the four Nova participants

provided orientation and training for teacher aides in the experimental schools.

Objectives:

The main objective was to utilize the assessment and solution of specific problems within representative elementary and secondary schools, to develop, to refine and to evaluate a model building teacher aide training program that could be implemented in all the Dallas Independent School District.

Sub-objectives included in the teacher aide staff development program were:

1. To develop a rationale for implementing the training program
2. To describe the role of teacher aides in selected schools
3. To explain content of a structured teacher aide program
4. To determine needs for teacher aide training program
5. To develop an understanding of teacher aide responsibilities according to district guidelines
6. To develop lunchroom, playground and hall management techniques
7. To develop procedures for classroom management techniques
8. To develop expertise in operating selected office machines
9. To develop expertise in operating selected audio-visual machines and equipment
10. To develop expertise in bulletin board displays
11. To develop expertise in office filing procedures
12. To demonstrate basic understanding of data processing procedures used in Dallas Independent School District

13. To develop expertise in recording student information on cumulative record cards
14. To demonstrate proficiency in basic communication skills
15. To develop expertise in obtaining basic information from parents and students
16. To develop an understanding of bookroom organization and operations
17. To develop an understanding of general library procedures for checking out and receiving library books
18. To demonstrate ability to recognize and score various types teacher-made tests
19. To demonstrate expertise in supervising arts and crafts group activities
20. To demonstrate expertise in directing physical and recreational activities
21. To demonstrate expertise in directing instructional games and songs
22. To develop skills in monitoring small group work

When the development, refinement and evaluation of the training model was completed, the objectives, sub-objectives and goals were accomplished. The teacher aide training program did provide guidelines for orientation through pre-service and in-service training for teacher aides in the Dallas schools, and did reduce the need for principals and teachers to orient teacher aides by providing written information on classroom and building management techniques.

Processes:

A. The four participants met a minimum of once a week during February and March in work sessions.

1. The purpose of the meetings was to explore the following:

a. Review literature

b. Establish a rationale for a different approach to training teacher aides

c. Seek solutions through development, refinement and evaluation of a different teacher aide training session

d. Determine resources

e. Determine procedures necessary to obtain approval for developing a teacher aide training model

f. Contact principals

g. Outline possible task for Nova participants in developing a general proposal for the Instructional Cabinet

h. Contact college level resource persons

i. Explore possible approaches to development, refinement and evaluation of a Model Teacher Aide Staff Development Program after the Instructional Cabinet has reviewed general proposal

j. Specify job descriptions, responsibilities, work schedule and time line for participants

k. Consult with Coordinator-Staff Development and his staff

l. Arrive at group consensus on working of Maxi I

B. Detail a Process Time Line for Group Participants

School Days	Non School Days	
20	3	Needs assessment, review literature and make general plans for teacher aide training model
20	3	Problem analysis, collection of data, meet with Associate Superintendent-Development, conference with principals and write general report for Instructional Cabinet
23	2	Revise general report to Instructional Cabinet, meet with Coordinator-Staff Development and Staff Development; detail Model Teacher Aide Staff Development Program
35	5	Contact resource persons and write workshop activities
1 hour per aide per Nova participant - 52 hours		Develop a schedule of dates for workshop. Evaluate each workshop by random selection of one teacher aide per session with each Nova participant to conduct interview

School Days	Non School Days	
13		Revise workshop activities, collect materials for workshop
10		Randomly assign experimental and control schools. Notify principal and aides in experimental and control schools of their selection
39	3	Compile, write and edit materials for each workshop
26	4	Write report of each workshop
10		Select school for holding workshop
20	4	Write final report

TOTAL: 240 days - 52 hours

Evaluation Result of Practicum

Evaluation procedures for the practicum were presented in relation to the practicum objectives. Objectives one through four on page 34 are operational objectives. These objectives were met through the development of this practicum design and the resulting teacher aide training program.

Objectives five through twenty-one were assessed in two ways. First, a pre-post test was designed to measure the lower level cognitive component of each objective and was developed by Dallas Independent

School District Research and Evaluation Department. In addition, observer checklists were filled out on each participant by the building principal (see Appendices E through N). Each of these checklists were designed to assess the objectives of one session, making a total of ten checklists. The observer checklist was designed to assess the effectiveness of each training session on the teacher aide in the performance of a particular task as each teacher aide performs in a regular school environment. Each checklist had a rationale, goal, task completed, skills area completed and a list of skills teacher aides were trained to perform.

During the school week and after each training session, building principals observed teacher aides. Principals checked the performance of teacher aides and returned the checklist to the principal of Arlington Park School.

An analysis of the observer checklists were evaluated by the four Nova participants and Coordinator-Evaluation, DISD. Based on this analysis, it was necessary to suggest to some aides a need for additional training in the Needs and Interest Sessions January 7, 1975 and April 21, 1975.

Table 4 indicates the summary results of the behavior checklist

TABLE 4

BEHAVIOR CHECKLIST SUMMARY

Session	Number Improved		Number No Change Observed		Number Not Observed		Number of Principal Observers		Number of Teacher Observers	
	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control
1	0	0	0	0	0	0	7	7	5	5
2	32	10	5	23	3	7	7	7	5	5
3	26	9	4	20	10	11	7	7	5	5
4	25	2	2	30	13	8	7	7	5	5
5	31	7	7	26	2	7	7	7	5	5
6	35	16	2	28	3	6	7	7	5	5
7	29	8	5	24	6	8	7	7	5	5
8	27	10	1	23	12	7	7	7	5	5
9	26	10	8	26	6	4	7	7	5	5
10	33	7	0	23	7	10	7	7	5	5
11	37	0	0	33	3	7	7	7	5	5
12	33	5	2	27	5	8	7	7	5	5
13	27	2	4	31	9	7	7	7	5	5
14	34	10	3	23	3	7	7	7	5	5
15	36	11	2	21	2	8	7	7	5	5
16	35	3	1	34	4	3	7	7	5	5
17	38	4	0	31	2	5	7	7	5	5
18	34	4	0	34	6	2	7	7	5	5

Those teacher aides in the experimental schools not observed column were not the same aides each time. These numbers represent a composite of aides who were not observed after a particular training session. Those teacher aides in the experimental schools who were judged by a teacher or principal two times as not showing any changes in behavior were rescheduled for those sessions by the Nova participants on each session they failed to improve. In most cases improvement was observed after the second training session.

It is evident from the data in Table 4 that principals, teachers and teacher aides were of the opinion more teacher aides improved their performance skills than those who did not improve their performance skills since a larger number of teacher aides in the control school showed no measurable change in improved behavior.

Both the checklists and the pre-post assessment was administered to program participants and controls. Copies of the pre-post tests and checklists are included in the appendix (see Appendices A, B, C, D, E, F, G, H, I, J, K, L, M, N, and O).

Evaluation Results of Teacher Aide Pre-Post Self Report

The building teacher aides participating in the training program and teacher aides in the control schools were asked to complete a checklist to indicate the tasks that they could perform before implementation of the program and again at the conclusion of the program. The checklist included 44 specific tasks related to the operation of office machines, the operation of audio-visual equipment, the production of media, the use and preparation of standard forms and files, assisting the classroom teacher and use of the school library.

The percent of aides in each group who reported that they could perform each task was computed for both pre-assessment and post-assessment. Table 5 presents the results of this computation.

TABLE 5

SUMMARY OF SELF REPORT ON TEACHER AIDE SKILLS

	Percent of Aides with Skill			
	Experimental		Control	
Skill	% of Pre	% of Post	% of Pre	% of Post
Operate Mimeograph	69%	81%	83%	75%
Operate Ditto	77	77	58	50
Thermofax for Copies	81	69	75	67
Thermofax for Transparencies	73	62	42	58
Thermofax for Ditto Masters	42	62	42	42
Operator Calculator	27	62	29	25
Type Mimeo Stencils	35	38	38	46
Type Ditto Masters	19	31	29	33
Operate Overhead Projector	81	85	71	63
Operate Cassette Tape Recorder	73	81	54	75
Operate 16mm Movie Projector (Sound)	19	27	25	25
Operate 8mm Movie Projector	27	23	42	33
Operate Carrousel Slide Projector	19	46	29	25
Operate Standard Slide Projector	31	50	42	38
Operate Reel to Reel Tape Recorder	35	46	21	42
Operate Opaque Projector	35	42	21	29
Prepare Bulletin Board	62	49	58	54

Skill	Percent of Aides with Skill			
	Experimental		Control	
	% of Pre	% of Post	% of Pre	% of Post
Operate Video-Tape Recorder	31%	50%	42%	42%
Produce Ditto Master	50	69	42	46
Produce Mimeo Stencil	46	69	50	50
Produce Transparencies	42	62	42	46
Produce Slides	19	38	29	33
Produce Filmstrips	31	50	33	29
Produce Video-Tapes	27	54	13	17
Record Cassette Tapes	46	62	42	42
Record Reel to Reel Tapes	35	38	21	25
Retrieve and File Student Information	73	85	63	58
Fill out Cumulative Records	50	73	63	63
Complete Standard School Forms	62	73	71	50
Complete Data Processing Forms	65	65	50	54
Check Standardized Test Answer Sheets for errors in Preparation	65	65	50	54
Score Teacher-made Tests	88	77	79	71
Direct Instructional Games and Songs	77	77	83	71
Direct Recreational Activities	65	69	79	71
Monitor Small Group Work	88	81	83	79
Tutor Individual Students	69	77	88	79

Skill	Percent of Aides with Skill			
	Experimental		Control	
	% of Pre	% of Post	% of Pre	% of Post
Locate Books in Card Catalogue by				
Subject	65%	73%	79%	71%
Author	65	69	79	75
Title	65	65	83	67
Locate Books on Shelf from Card Catalogue	58	69	75	67
Select Content-Related Books	58	69	67	54
Clerical Work for Inventory Control	31	42	46	42
Reshelve Books	65	77	79	71

After analyzing the data in Table 5, it would be expected that the post-assessment percentages would be higher than the pre-assessment scores or unchanged. This was not the case, however, for the control group. Over half of the tasks were reported as being within the competency of these aides more often on the pre-assessment than on the post-assessment. The experimental group revealed a decrease on four skills. The decreases for the two groups are not clearly evident, but they may be attributable to a greater awareness of the complexity of the task.

The experimental group did show an increase in perceived competencies on 33 of the 43 tasks compared with only 13 for the control group. The remaining tasks - four for experimental group and six for the control group - showed no change.

The mean number of tasks at which the aides felt competent on the pre-assessment was 23.36 for the participants and 22.67 for the controls. On the post-assessment the mean number of tasks checked by the participants on which both pre-assessment and post-assessment data were available perceived themselves as being able to perform more of the tasks on the checklist after the program than before.

In an effort to determine the effect of the training program on the attitudes of teacher aides, the Minnesota Teacher Attitude Inventory was administered to both program participants and controls as a pre-test and post-test. Changes in attitude for the two groups was examined.

Evaluation Results of Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory (MTAI) was administered to the program participants and controls as a pre-test and post-test to determine if the program changed the attitude of the aides toward students and student-teacher relations. Although it was realized that the instrument was designed for teachers, it was believed that the attitude of a building teacher aide as it relates to the above mentioned variables would influence his/her relationship with students.

The program participants were compared with the control group on MTAI raw scores by analysis of convariance. The pre-test scores served as covariates and the post-test scores as the dependent variable. Table 5 presents the results of this analysis.

TABLE 6

COMPARISON OF PARTICIPANTS AND CONTROLS OF ATTITUDE

Group	Covariate Mean	Adjusted Criterion Mean	F	P
Experimental	4.81	5.38	1.037	N.S.
Control	5.02	4.92		

As may be observed from Table 6, no significant difference was observed in MTAI scores when the effect of the prior attitude was removed. Since the training program was primarily skills oriented, it would be surprising to find a significant change in the variables tested by the MTAI.

Comparing the results with the table of norms reveals that, compared with university freshmen, the aides scored near the median; compared with high school seniors, they scored slightly below average. When the scores are compared with teachers at any level except nonacademic secondary teachers with four years training, they fall well below average. It would appear that the aides in both groups place a higher value on control and respect for authority than do most teachers.

Ascertaining The Required Input Primary Sources

Responsibilities for the execution and completion of this practicum was shared by the following participants:

1. Robert Brown - Director-Elementary Operations, Area IV - DISD

2. Donnie Breedlove - Principal, Arlington Park Elementary School - DISD
3. Leon M. Hayes - Principal, F. D. Roosevelt High School - DISD
4. Herbie K. Johnson - Principal, Pinkston High School - DISD

Robert Brown was liaison between the Nova participants and Central Administration. Robert Brown was responsible for contacting the appropriate Assistant Superintendents/Directors and obtaining necessary approval for all meeting sites, materials used, personnel consulted and data collected. In addition, appropriate cooperation with the district's department of research and evaluation was Robert Brown's responsibility.

Donnie Breedlove was liaison for collection and compilation of all data obtained, making any and all time schedule adjustments necessary, and following through the group's decisions with regard to social and physical arrangements for all meetings. In addition, Donnie Breedlove was secretary/recorder for the group.

Leon Hayes was liaison for the dissemination of all notices, announcements and contacts between Nova participants and all participants in the local buildings and outside resources involved in the study. In addition, Leon Hayes made all purchases of supplies and materials necessary for the completion of the practicum.

Herbie Johnson was liaison for obtaining all software (paper, pencils, stencils, overlays, transparencies, etc.) and hardware (projectors, video-tapes, records, recorders, films, filmstrips, etc.)

necessary for the completion of the audio-visual phases of the training sessions. In addition, Herbie Johnson made appropriate contacts with outside firms and consultants for demonstrations in the use of office and audio-visual equipment.

Each Nova participant was responsible for holding work-planning sessions in his or her home. In addition each participant served as chairperson for four training sessions and shared responsibilities for the first three sessions.

SECONDARY RESOURCE PERSONS

Personnel	Activity	Time
1. Staff Development Resource Teacher	Lecture, Discussion	1 hour
2. Resource Teacher Dunbar Teacher Training Center	Group Process Leader	5 hours
3. Media Services Librarian	Demonstration	2 hours
4. Office Machine Sales Representatives (4)	Demonstration	2 hours
5. School Building Secretaries (2)	Lecture, Discussion	2 hours
6. School Librarian	Lecture, Demonstration	4 hours
7. Art Teacher	Lecture, Demonstration	2 hours
8. Physical Education Teacher	Lecture, Demonstration	2 hours
9. Coordinator-Tutoring Program	Lecture, Discussion	2 hours
10. School Psychologist	Panel Discussion	1 hour

SECONDARY RESOURCE PERSONS (cont.)

Personnel	Activity	Time
11. Director-Student Teaching	Panel Discussion	1 hour
12. Director-Teacher Education Center	Panel Discussion	1 hour
13. College Professor	Panel Discussion	1 hour
14. Media Specialist	Demonstration	2 hours

Total Secondary Resource Persons - 19

Total Man Hours - 21

Workshop Sessions - 52 hours (Appendices P through Q)

Material Resources

The following items that were used in the practicum were obtained from the participant's individual schools.

1. One 16mm film projector
2. Two overhead projectors
3. One reel-type tape recorder
4. Four cassette-type tape player recorders
5. One record player
6. One mimeograph machine
7. One spirit duplicator
8. One overhead projector and screen
9. One video-tape machine

Materials Cost

1.	Outside Resource Materials	$250.00
2.	Software	100.00
3.	Refreshments for Meetings	75.00
4.	Facilities Cost	(None)

Cost was assumed by four Nova participants.

Due to the fact that staff development released time was used for the workshops, there was no dollar cost for personnel.

Results - Expected Outcomes

1. Teacher aides in the experimental schools did improve their performance on those tasks identified in the needs assessment survey.
2. Teacher aides in the treatment group did acquire greater measurable gains in operating multi-media machines than aides in the control group.
3. Teacher aide roles were clearly defined.
4. The training program did provide aides in the treatment group with greater knowledge on how to communicate more effectively.
5. Teacher aides in the experimental group did gain greater skills in the production of media (ditto masters, stencils, transparencies, slides, etc.).
6. The program did demonstrate the importance of multi-media and other resources as they related to the teaching-learning process.

7. Teacher aides in the treatment group did show a marked improvement in attitude toward their assignments.
8. Teacher aides in the experimental group were less apprehensive about their jobs after the training process.
9. Test data showed that the training session helped to improve the self concept of aides.
10. Training program made aides aware of their responsibilities as initiators of learning experiences of children and youth.
11. Resource persons utilized to conduct sessions imparted information that was relevant and in harmony with objectives of their respective sessions.

Results - Unexpected Outcomes

1. The request by the General Superintendent to extend the training program from one semester to a complete school year.
2. The cooperation and interest displayed by aides in the treatment group.
3. The magnitude and impact of the program on aides who were not selected for the program (when they learned about its development).
4. Tremendous acceptability of the program by principals that had to release teacher aides periodically during the regular school day.
5. The training program was originally designed to train 30 teacher aides for 14 staff development days over a six month

period. The General Superintendent, however, requested that the Nova participants train all new aides to the district, and extend the training period through the entire 1974-75 school year.

6. The training sessions were scheduled for a full day on August 12, 13, and 14. It was necessary to reschedule these three training sessions for half day because of a district wide telecast by the General Superintendent and other requirements for the principal at the beginning of school.
7. Minor difficulties in the time required for training sessions and the scheduling of resource persons as well as the Nova participants were observed; these difficulties, however, did not hinder the progress of the practicum.

Maxi I Practicum Observers

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Qualifications:	Public school teacher experience; Director-Title I and other Special Programs, 1968-1974, DISD: Doctor of Education, University of Minnesota, 1972.

Name:	Dr. Allen Scott
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Qualifications:	Public school teacher experience; Research and Evaluation Administration, DISD, 1969-1974; Doctor of Education, North Texas State University, 1969.

Name:	Dr. Richard Simms
Title:	Associate Professor-Education
	North Texas State University
	Denton, Texas
Address:	1208 Pipping Rock Street
	Denton, Texas 76201
Telephone:	Home: 817-382-04[illegible]2
	Office: 214-637-0942
Qualifications:	Public school teacher experience; high school principal; university professor; Doctor of Education, University of Missouri.

Definition of Terms

1. Experimental Schools - Those schools participating in the training program.
2. Control Schools - Those schools that receive only the training provided by individual teachers and building principals.

Summary

In summary, this teacher aide training program was designed to improve performance skills of building teacher aides in the Dallas Independent School District. Much emphasis was placed on increasing the aides' ability to operate multi-media machines, participate in group work and perform other routine support services that will relieve professionals in order to devote more time to the instructional program. The study indicated through carefully planned training sessions, teacher aides did acquire specific skills that will help them improve the learning experiences of children. The data revealed aides in the treatment group showed significant gains over aides in the control group on pre- and post-tests. Data collected for this study also provided indicators as to the effectiveness of a training program geared to meet special performance needs of a given population. However, the writers are convinced the implementation of this training program district wide will evolve a significant gain in pupil achievement.

Conclusions

1. The teacher aide training program had an overall positive effect on the performance of teacher aides.
2. The improvement in teacher aides performance in the experimental schools was sufficiently greater than that of the control schools.
3. The impact of this practicum on teacher aides in the experimental schools on understanding their roles and responsibilities was positive. Although differences were not great, teacher aides consistently favored the experimental group.
4. The training program had the support of the General Superintendent, Assistant Superintendent-Staff Development, other central office staff, principals, teachers and participants.

Suggestions For Further Application

1. The teacher aide training program should be expanded to include early childhood and reading teacher aides.
2. The teacher aide training program as developed should be made available for dissemination by the Teacher Education Centers for all building teacher aides in the School District for the 1975-76 school year.
3. The teacher aide training program as developed should be made available for dissemination to Region X, an Education Center serving the entire North Texas area.

APPENDIX A

COPY-A

BUILDING TEACHER AIDE NEEDS ASSESSMENT
SURVEY

1. In your opinion are teacher aides adequately trained prior to employment in the D.I.S.D.?

Strongly Agree				Strongly Disagree
1	2	3	4	5

2. In your opinion will teacher aides benefit by participating in a training program during Staff Development released time?

Strongly Agree				Strongly Disagree
1	2	3	4	5

Please check the appropriate items:

3. What study areas would you recommend to be included in a Teacher Aide Training Program?

_____ Operation of school office machines

_____ Operation of audio-visual equipment

_____ Organizing and implementing a Cross-Age Tutoring Program

_____ Physical Education Activities

_____ Lunchroom Supervision

_____ Assisting in clerical tasks of maintenance of health records and screening programs

_____ Classroom management

_____ Hall management

_____ Construction and supervision of arts and crafts activities

_____ Scoring teacher-made tests

_____ Monitoring small groups

_____ Bulletin board construction

_____ Manuscript writing

_____ Cursive writing

_____ Basic Communication Skills

_____ Typing

_____ Office filing

_____ Record keeping

_____ Library procedures

_____ Bookroom operation

_____ Teacher aide role

_____ Teacher aide responsibilities

_____ Understanding and working with school children

_____ Others (List other study areas that you would like included in the training program)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

APPENDIX B

BUILDING TEACHER AIDE NEEDS ASSESSMENT
SURVEY

COPY-B

This instrument is designed to determine Building Teacher Aide competencies principals feel are in need of further development. This information applies only to those teacher aides assigned to your building under the Minimum Foundation Program (MFP) Levels I and II.

You are requested to circle the appropriate letter to the right of each statement:

A. Competency is adequate

B. Competency in need of development

C. Competency not needed, not used

D. Other

If you wish to make a written comment concerning a particular statement, please circle "D." Space is provided below for your comments. Please return to Donnie Breedlove at Arlington Park Elementary School in the envelope provided. Any questions you may have concerning this survey may be directed to Robert Brown, Jr., Director-Elementary Operations, School Administration Building, Box 30.

BUILDING TEACHER AIDE NEEDS ASSESSMENT
SURVEY

Circle your position

P - Principal
T - Teacher

I. Management

1. Work with small groups of students
2. Supervise halls and school ground
3. Supervise lunchroom during lunch periods
4. Substitute for teachers emergencies
5. Acts as tutors for individual students

II. Structural Procedures

1. Accurately grade teacher-made tests in the major disciplines
2. Supervise arts and crafts activities
3. Supervise physical education activities
4. Monitor small instructional groups
5. Supervise instructional games and songs

III. Multi-Media

1. Design and construct bulletin boards
2. Demonstrate legible manuscript and cursive writing
3. Demonstrate competency in office machine operation
4. Demonstrate competency in audio-visual machine operation
5. Organize and file audio-visual materials for distribution

IV. Clerical Skills

1. Type a minimum of 40 words per minute
2. Perform office filing procedures
3. Maintain general office records
4. Receive and return routine office telephone calls
5. Assist in administering free lunch program

V. Special Areas

1. Correlate library materials with classroom activities
2. Perform library clerical work
3. Assist in the accounting and distribution of textbooks
4. Assist in study hall supervision
5. Assist in co-curriculum activities

VI. Other Suggested Activities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX C

OFFICE MEMO

DALLAS INDEPENDENT SCHOOL DISTRICT
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.

To: Principals and Teacher Aides Concerned

Subject: Teacher Aide Training Program

From: Nova Study Group

You have agreed to participate in a pilot program to develop training modules for some Building Teacher Aides funded under MFP in the Dallas Independent School District.

Training sessions will be held during regular staff development released time during the 1974-75 school year.

Teacher aides involved in this program are requested to report to the library of F. D. Roosevelt High School at 1:00 p.m. on Monday, August 12, 1974.

Sessions will, also, be conducted Tuesday and Wednesday, August 13 and 14. On August 13 and 14 aides are to report at 1:00 p.m. to Roosevelt High School.

Your usual cooperation in this project is very much appreciated.

Sincerely,

Robert Brown, Jr.

APPROVED: _____
Otto M. Fridia, Jr.
Assistant Superintendent-
Elementary Operations

_____
George Reid
Assistant Superintendent-
Secondary Operations

_____
Joe M. Pitts
Assistant Superintendent-
Personnel Development

APPENDIX D

BUILDING TEACHER AIDE PRE-TEST

Name_____ School_____

Level: I II III IV New (Circle One)

Experience as an Aide: _____Year(s)

1. What is the main purpose for having teacher aides in the school?

2. Why do you think this training program is being held?

3. What is your role as an aide and how does it differ from that of a teacher or clerk?

4. What are your major responsibilities as a building teacher aide?

5. Place a check (✓) beside any of the following office machines that you know how to operate.

_____ a. Mimeograph

_____ b. Ditto

_____ c. Thermofax Copier (to make copies)

_____ d. Thermofax Copier (to make transparencies)

_____ e. Thermofax Copier (to make ditto masters)

_____ f. Calculator

_____ g. Typewriter (to make mimeo stencils)

_____ h. Typewriter (to make ditto masters)

6. Place a check (✓) beside any of the following audio-visual equipment that you know how to set up and operate.

_____ a. Overhead Projector

_____ b. Cassette Tape Recorder

_____ c. 16mm Sound Movie Projector

_____ d. 8mm Movie Projector

_____ e. Carrousel Slide Projector

_____ f. Standard Slide Projector

_____ g. Reel to Reel Tape Recorder

_____ h. Opaque Projector

_____ i. Rules and Principles of Bulletin Board Construction

_____ j. Video Tape Recorder

7. Place a check (✓) beside the following forms of media that you know how to produce.

_____ a. Ditto Master

_____ b. Mimeo Stencil

_____ c. Transparencies

_____ d. Slides

_____ e. Filmstrips

_____ f. Video Tapes

_____ g. Cassette Tapes (Audio)

_____ h. Reel to Reel Tapes (Audio)

8. Place a check (✓) beside any of the following clerical skills that you presently possess.

_____ a. Retrieve and file student information in office files.

_____ b. Record cumulative record information.

_____ c. Complete standard school forms and daily attendance records.

_____ d. Complete Data Services Multi-Purpose Student Form for data processing.

_____ e. Check Standardized Test answer sheets and class information sheets for errors and completeness of identification and demographic information.

9. Place a check (✓) beside any of the following activities that you feel competent to do to assist teachers.

_____ a. Score teacher-made tests.

_____ b. Direct instructional games and songs.

_____ c. Direct physical and recreational activities.

_____ d. Monitor small group work.

_____ e. Tutor individual students with specified needs.

10. Place a check (✓) beside any of the following activities with which you can assist the school librarian.

_____ a. Locate books in the card catalogue on a given subject.

_____ b. Locate books in the card catalogue by a given author.

_____ c. Locate books in the card catalogue by a given title.

_____ d. Locate books on the bookshelves from information in card catalogue.

_____ e. Select books related to specific classroom activities.

_____ f. Perform clerical work necessary for receiving and inventory control of books, equipment, and materials.

_____ g. Return books to proper place on bookshelf.

APPENDIX E

BUILDING TEACHER AIDE POST-TEST

Name_____ School_____

Level: I II III IV New (Circle One)

Experience as an Aide:_____Year(s)

1. What is the main purpose for having teacher aides in the school?

2. Why do you think this training program is being held?

3. What is you role as an aide and how does it differ from that of a teacher or clerk?

4. What are your major responsibilities as a building teacher aide?

5. Place a check (✓) beside any of the following office machines that you know how to operate.

_____ a. Mimeograph

_____ b. Ditto

_____ c. Thermofax Copier (to make copies)

_____ d. Thermofax Copier (to make transparencies)

_____ e. Thermofax Copier (to make ditto masters)

_____ f. Calculator

_____ g. Typewriter (to make mimeo stencils)

_____ h. Typewriter (to make ditto masters)

6. Place a check (✓) beside any of the following audio-visual equipment that you know how to set up and operate.

_____ a. Overhead Projector

_____ b. Cassette Tape Recorder

_____ c. 16mm Sound Movie Projector

_____ d. 8mm Movie Projector

_____ e. Carrousel Slide Projector

_____ f. Standard Slide Projector

_____ g. Reel to Reel Tape Recorder

_____ h. Opaque Projector

_____ i. Rules and Principles of Bulletin Board Construction

_____ j. Video Tape Recorder

7. Place a check (✓) beside the following forms of media that you know how to produce.

_____ a. Ditto Master

_____ b. Mimeo Stencil

_____ c. Transparencies

_____ d. Slides

_____ e. Filmstrips

_____ f. Video Tapes

_____ g. Cassette Tapes (Audio)

_____ h. Reel to Reel Tapes (Audio)

8. Place a check (✓) beside any of the following clerical skills that you presently possess.

_____ a. Retrieve and file student information in office files.

_____ b. Record cumulative record information.

_____ c. Complete standard school forms and daily attendance records.

_____ d. Complete Data Services Multi-Purpose Student Form for data processing.

_____ e. Check Standardized Test answer sheets and class information sheets for errors and completeness of identification and demographic information.

9. Place a check (✓) beside any of the following activities that you feel competent to do to assist teachers.

_____ a. Score teacher-made tests.

_____ b. Direct instructional games and songs.

_____ c. Direct physical and recreational activities.

_____ d. Monitor small group work.

_____ e. Tutor individual students with specified needs.

10. Place a check (✓) beside any of the following activities with which you can assist the school librarian.

_____ a. Locate books in the card catalogue on a given subject.

_____ b. Locate books in the card catalogue by a given author.

_____ c. Locate books in the card catalogue with a given title.

_____ d. Locate books on the bookshelves from information in card catalogue.

_____ e. Select books related to specific classroom activities.

_____ f. Perform clerical work necessary for receiving and inventory control of books, equipment, and materials.

_____ g. Return books to proper place on bookshelf.

APPENDIX F

BEHAVIORAL EVALUATION OF BUILDING TEACHER AIDE TRAINING PROGRAM

An examination of the objectives of the Teacher Aide Training Program revealed that participation in individual sessions of the program might not result in observable, predictable behavior changes. As a result, building principals are asked to fill out a Behavior Checklist since it is reasonable to assume that, if the program is effective, changes should occur.

APPENDIX F

BEHAVIOR CHECKLIST #1

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed two Teacher Aide Training Sessions. As a result, she should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please indicate whether you perceive an improvement in each skill by marking the appropriate point on each scale below.

1. Supervising lunchroom

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

2. Supervising halls and/or campus

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

3. Classroom management

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

APPENDIX G

BEHAVIOR CHECKLIST #2

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed four Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove, box 213 in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please give the above named aide an opportunity to demonstrate her ability to operate as many of the following office machines and pieces of audio-visual equipment as possible. Place a check in the first blank if she had an opportunity to try and check in the second column if she successfully completed the task.

Machine	Tried	Successful
Mimeograph	____	____
Ditto	____	____
Thermofax Copier (to make copies)	____	____
Thermofax Copier (to make transparencies	____	____
Thermofax (to make ditto masters)	____	____
Calculator	____	____
Typewriter (to make mimeo stencils)	____	____
Typewriter (to make ditto masters)	____	____
Overhead Projector	____	____
Cassette Tape Recorder	____	____

Machine	Tried	Successful
8mm Movie Projector	_____	_____
Carrousel Slide Projector	_____	_____
Standard Slide Projector	_____	_____
Reel to Reel Tape Recorder	_____	_____
Opaque Projector	_____	_____
Rules and Principles of Bulletin Board Construction	_____	_____
Video Tape Recorder	_____	_____

APPENDIX H

BEHAVIOR CHECKLIST #3

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed five teacher aide training sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please give the above named aide an opportunity to perform as many of the clerical skills below as possible. If she had an opportunity place a check in the first blank. If she performs the task correctly, place a check in the second blank.

	Tried	Successful
1. Retrieve and file student information in office files.	____	____
2. Record cumulative record information.	____	____
3. Complete standard school forms and daily attendance records.	____	____
4. Complete Data Services Multi-Purpose Student Form for data processing.	____	____
5. Check Standardized Test answer sheets and class information sheets for errors and completeness of identification and demographic information.	____	____

APPENDIX I

BEHAVIOR CHECKLIST #4

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed six Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please answer the following questions about the above named aide based on recent (since last staff development session) observations.

1. Does she communicate well with students? That is, is there a basic understanding exchanged? This involves both listening and talking. A one sided conversation does not constitute communication.

   Always Never

   1 2 3 4 5

2. Does she use appropriate questioning strategies, for the task at hand? (Open questions for expanding thought, closed or restricting questions for closure.)

   Always Never

   1 2 3 4 5

3. Does she assist the teacher effectively with communication skill activities?

   Always Never

   1 2 3 4 5

APPENDIX J

BEHAVIOR CHECKLIST #5

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed seven Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove, box 213 in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please give the above named aide an opportunity to perform the following bookroom tasks. Place a check in the first blank if she had a chance to try. Place a check in the second blank if she is successful.

	Tried	Successful
1. Locate books in the bookroom	_____	_____
2. Fill out forms necessary for the checking in or out of books	_____	_____
3. Record information on textbook forms	_____	_____
4. Assist in inventory of bookroom	_____	_____

APPENDIX K

BEHAVIOR CHECKLIST #6

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed nine Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Working with your teachers, please determine whether the above named aide can perform the following instructional tasks satisfactorily.

	Tried	Successful
1. Score teacher-made tests (objective)	_____	_____
2. Direct instructional games	_____	_____
3. Direct instructional songs	_____	_____
4. Direct physical and recreational activities	_____	_____
5. Monitor small group work	_____	_____
6. Tutor student with identified need	_____	_____

APPENDIX L

BEHAVIOR CHECKLIST #7

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed eight Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove, box 213 in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please observe or have the librarian observe the above named aide to see if she can perform the following library tasks.

	Tried	Successful
1. Checking out and receiving books (clerical).	_____	_____
2. Receiving and inventory (assist (librarian).	_____	_____
3. Locate books in the card catalogue on a given subject.	_____	_____
4. Locate books in the card catalogue by a given author.	_____	_____
5. Locate books in the card catalogue with a given title.	_____	_____
6. Locate books on the bookshelves from information in card catalogue.	_____	_____
7. Select books related to specific classroom activities.	_____	_____
8. Perform clerical work necessary for receiving and inventory control of books, equipment, and materials.	_____	_____
9. Return books to proper place on book-shelf.	_____	_____

APPENDIX M

BEHAVIOR CHECKLIST #8

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed ten Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in the skills listed below. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

1. Based on recent observations, does the above named aide relate to students in a positive way? Do students seem to feel that they are important in the eyes of this aide?

Always				Never
1	2	3	4	5

APPENDIX N

BEHAVIOR CHECKLIST #9

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed 14 Teacher Aide Training Sessions. As a result, it is intended that he/she would react positively to the scheduled school visitation on February 3, 1975. Please fill out the checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please indicate whether the teacher aide has indicated a reaction to the school visitation by marking the appropriate points on each scale below.

1. The teacher aide made positive statements concerning the school visitation.

Positive				Negative
1	2	3	4	5

No Statement_____

2. The teacher aide indicated that he/she would like to observe other teacher aides performance on the job.

Agree				Disagree
1	2	3	4	5

No Statement_____

APPENDIX O

BEHAVIOR CHECKLIST #10

Dear Principal,

Please fill out the attached checklist on _____ (name of aide). He/she has completed 17 Teacher Aide Training Sessions. As a result, the aide should be able to demonstrate improvement in his/her relationship with the teacher. Please fill out this checklist and return it to Mrs. Donnie Breedlove in the attached envelope.

Your cooperation in this matter will be greatly appreciated.

Please indicate whether you perceive an improvement in the teacher-teacher aide relationship by marking the appropriate points on each scale below.

1. Teacher-teacher aide relationship

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

2. Teacher-teacher aide planning

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

3. Teacher and teacher aides spending more time together working and planning

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

4. Teacher-teacher aide conflicts

Greatly Improved		No Change		Worse
1	2	3	4	5

Not Observed_____

APPENDIX P

SCHEDULE OF THE PRACTICUM DESIGN
November 4, 1974 - January 31, 1975

Activities	Nov. 4-8	Nov. 11-15	Nov. 18-22	Nov. 25-29	Dec. 2-6	Dec. 9-13	Dec. 16-20	Dec. 23-27	Dec. 30-3	Jan. 6-10	Jan. 13-17	Jan. 20-24	Jan. 27-31
Write Interim Report #3								x	x				
Submit Interim Report #3										x			
Teacher Aide Training Sessions	x		x			x				x			x
Conference - Training Program Resource Persons		x			x				x			x	
Check Resource Materials and other arrangements for Training Sessions		x			x				x			x	
Administer Post-Test to Principals and Teacher Aides													x
Training Program Evaluation - Teacher Aides													x
Collect and Analyze Principal's Checklist	x		x		x			x				x	
Planning Sessions	x	x	x	x	x	x	x	x	x	x	x	x	x
Conference - Staff Development Coordinator - DISD	x				x					x			
Principals Complete Training Session Checklist		x		x			x				x		
Teacher Aides Social Activity													x

SCHEDULE OF THE PRACTICUM DESIGN
February 4 - May 3, 1974

Activities	Feb. 4-8	Feb. 11-15	Feb. 18-22	Feb. 25-1	March 4-8	March 11-15	March 18-22	March 25-29	April 1-5	April 8-12	April 22-26	April 29-3
Practicum Planning Sessions	x	x	x	x	x	x	x	x	x			
Submit Practicum Proposal				x								
Write Practicum Proposal		x	x	x								
Inform Nova University of Practicum Plans			x									
Conference - Asst. Superintendents Elem. Operations, Personnel Development & Principals		x	x	x							x	
Request Practicum Approval - General Superintendent		x										
Research Related Literature	x	x	x	x								
Develop Evaluation Instruments	x				x	x						
Administer Needs Assessment Survey to Principals, Teachers & Teacher Aides		x										
Contact Resource Persons											x	x
Randomly select Experimental and Control Schools		x	x									
Conference - DISD Assistant Supt.-Research and Evaluation			x			x						x
Request and Reserve Dates - Films, Other materials and Resources										x	x	
Contact principals of participating schools											x	x

SCHEDULE OF THE PRACTICUM DESIGN
May 6 - August 2, 1974

Activities	May 6-10	May 13-17	May 20-24	May 27-31	June 3-7	June 10-14	June 17-21	June 24-28	July 1-5	July 8-12	July 15-19	July 22-26	July 29-2
Review Related Literature					x	x					x	x	
Request and Reserve Dates - Use of Building and Training Session Locations	x	x											
Conference General Superintendent - DISD							x						
Planning Sessions for Teacher Aide Training Program			x	x		x	x			x	x		
Conference - Assistant Supt. - Personnel Development - DISD							x						
Conference - Coordinator Research and Evaluation - DISD					x						x	x	
Write Interim Report #1									x	x			
Submit Interim Report #1													x
Write Maxi Practicum Addendum												x	
Submit Maxi Practicum Addendum												x	
Complete Teacher Aide Training Program Plans											x		
Conference - DISD Analyst - Classified Personnel (Teacher Aides)								x				x	
Conference - DISD Staff Development Coordinator								x					x
Conference - Training Program Resource Persons												x	x
Send letters - Principals, Teacher Aides and Resource Persons													x

SCHEDULE OF THE PRACTICUM DESIGN
August 5 - November 1, 1974

Activities	Aug. 5-9	Aug. 12-16	Aug. 19-23	Aug. 26-30	Sept. 2-6	Sept. 9-13	Sept. 16-20	Sept. 23-27	Sept. 30-4	Oct. 7-11	Oct. 14-18	Oct. 21-25	Oct. 28-1
Write Interim Report #2								x	x				
Submit Interim Report #2										x			
Teacher Aide Training Sessions		x					x		x			x	
Conference - Training Program Resource Persons	x					x		x			x		x
Check Resource Materials and other arrangements for Training Sessions	x					x		x			x		x
Administer Pre-Test to Principals and Teacher Aides		x											
Analyze Pre-Test Data				x									
Administer Needs Assessment Survey to Teacher Aides		x											
Analyze Needs Assessment Data			x										
Planning Sessions	x				x					x			x
Revise Training Program if needed				x	x								
Conference - Staff Development Coordinator - DISD	x				x					x			x
Principals Complete Training Session Checklist			x					x		x			x
Collect and Analyze Principal's Checklist				x					x		x		

SCHEDULE OF THE PRACTICUM DESIGN
February 3 - March 28, 1975

Activities	Feb. 3-7	Feb. 10-14	Feb. 17-21	Feb. 24-28	March 3-7	March 10-14	March 17-21	March 24-28
Analyze Post-Test Data	x							
Principals Complete Training Session Checklist	x							
Collect and Analyze Principals' Checklist		x						
Collect and Analyze Evaluation Data	x	x						
Write Maxi I Practicum Report			x	x				
Submit Maxi I Practicum Report					x			
Send letters to Principals, Teacher Aides and Resource Persons						x		
Send letters to General Supt., Asst. Supt. Personnel, Asst. Supt. Development							x	
Send letters to Staff Development Coordinator and Staff								x
Send letters to Coordinator - Research and Evaluation and Staff								x
Nova Participants Work Sessions	x	x	x	x	x			
Complete and Finalize Maxi I Practicum Requirements					x			
Final check for returning materials, writing letters and other arrangements								x

APPENDIX Q

REVISED SCHEDULE OF THE PRACTICUM DESIGN
February 3 - May 23, 1975

Activities	Feb. 3-7	Feb. 10-14	Feb. 17-21	Feb. 24-28	Mar. 3-7	Mar. 10-14	Mar. 17-21	Mar. 24-27	Apr. 7-11	Apr. 14-18	Apr. 21-25	Apr. 28-2	May 5-9	May 12-16	May 19-23
Teacher Aide Training Sessions	x		x		x				x		x				
Analyzed Post-Test Data												x	x		
Collect and Analyze Principals Checklist														x	x
Conference - Training Program Resource Person	x		x		x		x		x		x				
Contact Principals, Teacher Aides - Visitation							x								

REVISED SCHEDULE OF THE PRACTICUM DESIGN
May 26 - July 31, 1975

Activities	May 26-30	June 2-6	June 16-20	June 23-27	June 30-3	July 7-11	July 14-18	July 21-25	July 28-31
Nova participants work session			x	x	x	x	x		
Analyze Evaluation Data	x	x							
Write Maxi I Report						x	x		
Submit Maxi I Report								x	
Send letters to DISD administrative staff, principals, resource persons, and teacher aides			x	x					
Complete and finalize Maxi Requirements									x
Final check for returning materials, writing letters and other arrangements				x	x				

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